



Rhode Island Department of Elementary and Secondary Education  
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# Dr. Harry L. Halliwell Memorial School

NORTH SMITHFIELD

## THE SALT VISIT TEAM REPORT

May 7, 2004



### **School Accountability for Learning and Teaching (SALT)**

**The school accountability program of the Rhode Island Department of Education**

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# 1. INTRODUCTION

## **The Purpose and Limits of This Report**

This is the report of the SALT team that visited Dr. Harry L. Halliwell Memorial School from May 3 to May 7, 2004.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

How well do students learn at Dr. Harry L. Halliwell Memorial School?

How well does the teaching at Dr. Harry L. Halliwell Memorial School affect learning?

How well does Dr. Harry L. Halliwell Memorial School support learning and teaching?

The following features of this visit are at the heart of the report:

Members of the visit team are primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

The team sought to capture what makes this school work, or not work, as a public institution of learning. Each school is unique and the team has tried to capture what makes Dr. Harry L. Halliwell Memorial School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

**The team reached consensus on each conclusion, each recommendation, and each commendation in this report.**

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. Contact Rick Richards at (401) 222-4600 x 2194 or [ride0782@ride.ri.net](mailto:ride0782@ride.ri.net) for further information about the *Handbook* or other SALT protocols. The *Handbook* and other relevant documents are also available at [www.Catalpa.org](http://www.Catalpa.org).

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

## **Sources of Evidence**

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over 132 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 31 hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

- Important enough to include in the report

- Supported by the evidence the team gathered during the visit

- Set in the present, and

- Contains the judgment of the team

## **Using the Report**

This report is designed to have value to all audiences concerned with how Dr. Harry L. Halliwell Memorial School can improve student learning. However, the most important audience is the school itself.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the North Smithfield School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching, and the school, and amend its School Improvement Plan to reflect these decisions.

The North Smithfield school district, RIDE, and the public should consider what the report says or implies about how they can best support Dr. Harry L. Halliwell Memorial School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

## **2. PROFILE OF DR. HARRY L. HALLIWELL MEMORIAL SCHOOL**

The Dr. Harry L. Halliwell Memorial School in North Smithfield, Rhode Island, which was built in 1958, comprises 11 separate buildings that house 408 students in grades 4-6. All of these buildings are accessed by ramps; five are handicapped accessible. There is no central entrance, where visitors can be monitored. The school is located down a hill, off a major highway. It cannot be seen from the road, and there is only one access road.

Due to insufficient classroom space two grade four classrooms have been housed off site. There are four fourth grade classrooms, six fifth grade classrooms, and seven sixth grade classrooms. The sixth grade functions as three teams in a modified middle school program. The average class size is 25.

Ninety-eight percent of the student population is white. Approximately 10 percent of the student population qualifies for subsidized breakfast and lunch programs. Twenty-two percent of students receive special education services.

Dr. Harry L. Halliwell Memorial School has 48 staff members: 34 teachers, nine instruction assistants, two custodians, one secretary, and one principal.

Halliwell is a total inclusion school. With the exception of speech services, all special education services are delivered within the classrooms. An inclusion classroom at each grade level is taught by both a general education teacher and a special education teacher. In addition, four resource teachers each have case loads of approximately 12 students.

Two full-time literacy coaches offer professional development to teachers, as well as co-planning and shared classroom time. Two part-time literacy assistants offer clerical help for coaches and classroom support for teachers and students.

One full-time speech and language pathologist, a communication aide, a part-time social worker, and a school nurse also service the school.

Seven instruction assistants offer one-on-one support for children and small group support for students within the classroom.

### **3. PORTRAIT OF DR. HARRY L. HALLIWELL MEMORIAL SCHOOL AT THE TIME OF THE VISIT**

The thick, wooded hills of northern Rhode Island present a landscape with many picturesque valleys. Dr. Harry L. Halliwell Memorial School is situated in one such valley. Nestled away from the hustle and bustle of everyday life, Halliwell appears to be a quaint and tranquil learning environment. This rustic setting, however, masks the deplorable condition of the 11 buildings that house this community of learners.

Both the staff and the students at Halliwell Elementary maintain a good humor and a positive attitude about school in spite of buildings that are replete with problems. The school is dirty and poorly maintained. Classrooms are inadequate and cluttered. Cubbyholes, instead of lockers, cannot contain students' jackets, backpacks, and instruments. Students regularly walk between buildings—a treat on a beautiful spring day, but a problem in inclement weather when they must maneuver around (or through!) puddles, mud, ice, and snow.

Students are ready and eager to learn. They love the challenges offered in many of their classrooms. Parents are pleased with the education their children receive here and feel that the school communicates well with them. The lack of a district curriculum and standards, however, leads to some gaps and discrepancies between and among the grades.

Teachers challenge young minds and sweep floors daily. They are physically isolated from one another, but the sixth grade teams and some grade level teachers bridge the physical gap to collaborate and plan with one another. Most teachers have developed very effective management systems for readers' and writers' workshops. Literacy is a priority here. Literacy coaches and assistants provide classroom support to teachers.

The principal values and empowers her teachers. There is an open and collaborative relationship between teachers and the principal. Teachers voice full support of her leadership.

## 4. FINDINGS ON STUDENT LEARNING

### Conclusions

Students at Dr. Harry L. Halliwell Memorial School like their school. They say they enjoy the many classrooms that offer them opportunities to make choices about their learning and allow them to participate actively in their learning experiences. They often reflect on their learning and their academic performance through thoughtful self-assessments maintained in their portfolios. Students, especially sixth graders, are enthusiastic about learning and enjoy project-based assignments. They say they want more access to technology that is current, well maintained, and functioning. Although the principal appreciates the new computers in the buildings this year, students remember the well-equipped computer lab at the North Smithfield Elementary School, their former school. Students at these grade levels require improved access to technology. Students can identify problems that are clearly evident in the building, on the grounds, and in the classrooms—termites and ants, lack of cleanliness, inconsistent temperatures, inadequate playground equipment, cafeteria noise—and they have many excellent suggestions on how to improve the school. Some students and their parents complain about the long bus rides to and from school. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, parents, school administrators, talking with students, teachers, staff, and school administrators)*

Students say they like math and learn from the Everyday Math Program. In many classrooms they demonstrate their advanced knowledge of computation and excitement about increasing their skills. Although they successfully complete pages in their math journals, they have few opportunities to solve problems using strategies such as working backwards, making tables, creating organized lists, and drawing diagrams. Fourth grade students score lower on the state problem solving subtest than on the other subtests and below similar students statewide. In many classes students do make connections to real life situations. Some students also maintain math notebooks with definitions, computation steps, and—in a few classrooms—strategies that they use well for reference, both in school and at home. *(following students, observing classes, reviewing completed and ongoing student work, discussing student work with teachers, classroom textbooks, 2003 Information Works!, 2003 New Standards Reference Examination School Summaries, 2002 school and district report cards)*



Students at all grade levels prepare and share in book talks. These talks are unusually well-planned and delivered with confidence. Students listen to their peers and ask intelligent questions. They often ask if they can read the book next. They use *thinkmarks* to mark interesting text, identify puzzling vocabulary, and ask questions. Some students use these effectively, especially when teachers provide feedback. Other students say the use of *thinkmarks* sometimes interferes with their fluency and enjoyment. In some classrooms the overuse of *thinkmarks* disrupts the reading and thinking process. Students know how to identify and discuss genres, authors, and the elements of a story. Book clubs at all grade levels provide students with opportunities to share and discuss literature. During book club meetings students demonstrate their knowledge of character development and the author's message, and they share their ideas. Some of these groups are student-led; others are teacher-directed. Students write excellent reading responses in journals, where they follow a rubric to correspond with a teacher about their reading. In most classes students have few opportunities to read with the teacher in individual conferences where they can learn and apply strategies for comprehension—such as rereading for meaning, using context clues, developing fluency, making inferences, and recognizing vocabulary. This deprives students of opportunities for instruction based on their individual needs. *(following students, observing classes, meeting with the school improvement team, students, talking with students, reviewing completed and ongoing student work, discussing student work with teachers)*

In their regular and special subject classes students have many opportunities to write. They write in a variety of genres—reports, journals, letters, personal narratives, persuasive pieces, plays, short stories, newspapers, poetry, and diary entries. Their writing is usually of a good quality and meets the expectations of the writing rubric. Students use graphic organizers to plan their writing. Many demonstrate a skillful use of word choice in their descriptive pieces. They also experiment with points of view. Published work that demonstrates progress in writing is maintained in the student folders and showcased in the classrooms. *(following students, observing classes, meeting with the school improvement team, students, and school administrator, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments)*

### Important Thematic Findings in Student Learning

Students:

- Are active participants in their learning
- Are confident and effective communicators
- Enjoy and accept challenging tasks
- Demonstrate respect towards teachers and peers

## 5. FINDINGS ON TEACHING FOR LEARNING

### Conclusions

Teachers at Dr. Harry L. Halliwell Memorial School display a positive attitude despite the many challenges they encounter in their daily practice. They care about their students and encourage them to be effective communicators by sharing their ideas and projects. However, the isolation of the staff, housed in 11 different buildings, creates a barrier to collaboration, communication, and collegiality. Teachers' expectations of students vary among and between grade levels. The lack of standards, a common curriculum, and common planning time results in discrepancies in instruction between and among teachers even at the same grade level. In many classrooms valuable instruction time is lost because of lengthy transitions between activities, interruptions, the collection of lunch money, and, especially, travel between buildings. The sixth grade teachers, who follow a middle school model with three teams, consistently collaborate and effectively share responsibility for their students. They develop and implement routines, procedures, and units of study, and their students know what is expected of them. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators, discussing student work with teachers, reviewing district and school policies and practices)*

In all grades teachers use the Everyday Math Program and teach it well. In both whole class settings and small groups they encourage active student participation and discussion about math computation. Math classes are often active and fun. Teachers, however, are concerned about the required pacing, inadequate professional development, and insufficient supplemental materials. Teaching strategies for solving problems has taken a back seat to teaching math skills in most classrooms. Students rarely have opportunities to solve multi-step problems that are similar to those on the current state mathematics test and that require 20-30 minutes to complete. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing school improvement plan, 2003 New Standards Reference Examination School Summaries)*

Teachers encourage students to read and give them many opportunities to read and to share throughout the day. All teachers have book talks, book clubs, independent reading time, and read aloud time. Most expect students to maintain reading response journals that reflect their comprehension, and the teachers regularly respond to the students in those journals, motivating them to think even more deeply about what they have read. Teachers have developed excellent procedures and management systems that allow students to be effective participants in these elements of the readers' workshop. This gives students ownership of what they learn. The emphasis on and the time devoted to reading illustrates the importance teachers place on literacy. Literacy coaches work with the classroom teachers, co-teaching and modeling lessons. Despite the numerous teachers, coaches, assistants, and literacy aides available in many classrooms, however, teachers do not conference with children often enough. This deprives students of necessary opportunities for individual instruction in word recognition, fluency, and comprehension strategies. *(following students, observing classes, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan)*

Teachers at Dr. Harry L. Halliwell Memorial School integrate writing into all areas of the curriculum. They provide many opportunities for students to write in different genres. They develop students' communication skills by encouraging them to publish and share their work in writing, speeches, reports, and PowerPoint presentations. Teachers expect students to use a writers' notebook, graphic organizers, rubrics, and peer editing. Teachers have identified writing summaries as a weakness and emphasize instruction in this area. They allow students a choice of writing topics and rarely use writing prompts. Although choice is important, the lack of practice in writing to a prompt may contribute to the low scores on the seventh grade North Smithfield state writing tests. Students are encouraged to select writing pieces for their portfolios and to reflect on their own academic performance. *(following students, observing classes, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments)*

The North Smithfield school district has adopted a policy of inclusion for students with special needs. Although the success of any inclusion program is highly dependent on staff support of the philosophy, the staff at Halliwell has not yet fully accepted total inclusion. Many teachers want more flexibility to meet the needs of individual children. They say it is difficult to meet the needs of all students, especially those who exhibit difficult behavior. In some inclusion classrooms at Halliwell the general education teacher and the special education teacher team teach effectively, but more often only one teacher in the room is working with students. In these classrooms all the adults in the room—sometimes as many as three or four—are not always actively involved with students. This deprives students of much needed academic support and contributes to behavior problems. *(following students, observing classes, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators, school and district report cards, Recommendations to the School Committee for the School Year 2004/2005 by the Special Education Local Advisory Committee [SELAC])*

**Commendations for Dr. Harry L. Halliwell Memorial School**

Insightful students

Respect between and among adults and students

Consistent use of some elements of balanced literacy at all grade levels

Sixth grade modified middle school model

**Recommendations for Dr. Harry L. Halliwell Memorial School**

Implement guided reading practices.

Administer ongoing student assessment through running records and DRA to make decisions about instruction.

Conference more frequently with students about their reading.

Analyze the time students spend on task and increase that.

Use support personnel more effectively in classrooms to assure maximum opportunities for student learning.

Devote more time to teaching and applying problem solving strategies.

Establish grade level prompts and benchmarks for writing and mathematics.

Build on your students' strengths by including students on your advisory committee or the student council.

**Recommendations for North Smithfield School District**

Provide opportunities for meaningful and ongoing communication and collaboration about student learning and performance between and/or among all of the schools in the district.

Provide professional development for faculty and staff on inclusion practices and differentiation of instruction.

## 6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

### Conclusions

Teachers at Dr. Harry L. Halliwell Memorial School feel that this school is the “neglected child of the district.” The condition of the buildings supports this assessment. Paint is peeling throughout. Floors are filthy. Rooms are too small and cluttered. There is insufficient storage for school supplies and students’ belongings. Bathrooms are dirty and poorly maintained. Doors and locks are missing in some. The media center is inadequate. Although the school received some new computers this year, this technology is not maintained and is not sufficient to support instruction of students preparing to enter to junior high school. The layout of the school forces students to travel outside between buildings—often several times a day. Students lose valuable instruction time and have to brave inclement weather. Teachers and students complain about the lack of materials and supplies. The playground consists of a mere eight swings and a dirt field that is not accessible for many days after rain or snow because of poor drainage. Students want and need a variety of athletic equipment and a fenced, grassy area for play. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators, 2003 SALT Survey report)*

Termites and carpenter ants nest within the Dr. Harry L. Halliwell Memorial School buildings and have damaged many of the structures. Teachers say termites have been present for years. When they swarm in a classroom, the ability to focus on instruction is lost because students must be evacuated from that building for the day, and students and teachers are deprived of access to their materials. Valuable instruction time is lost and both students and teachers are upset. In spite of the presence of insects, students often place their jackets, lunches, and bags on the floors during the regular school day because there is no proper storage. In addition, many students hang their book bags on the backs of their chairs to keep them off the floor. This contributes to the clutter in classrooms and causes chairs to topple. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators, 2003 SALT Survey report)*

Some staff members at Dr. Harry L. Halliwell Memorial School are experimenting with Responsive Classroom techniques. They have morning messages and hold morning meetings in their classrooms. The time spent on these activities varies among the classrooms. When the morning meeting is too long, valuable time for instruction is lost. As part of Responsive Classroom techniques, teachers take time every day to model writing and offer encouraging messages to students. Posted on chart paper, these give the children the opportunity to interact daily with the teacher in writing. *(following students, observing classes, meeting with the school improvement team, students, parents, and school administrators)*

The lack of standards and curriculum in the North Smithfield school district contributes to inconsistencies in students' performance and teachers' expectations. Teachers have had professional development this year in curriculum mapping. This initial step of gathering data is only one step in the process of developing curriculum. More work is required soon. In addition, the district report card is outdated and in dire need of revision to reflect current education practices. *(observing classes, meeting with the school improvement team and school and district administrators, talking with students, teachers, staff, and school administrators, reviewing school improvement plan, reviewing district and school policies and practices)*

The North Smithfield school district has adopted a policy of inclusion for students with special needs. Training in this model has not been sufficient to assure successful implementation. Many teachers do not believe that inclusion can address the needs of all students, and they are not efficiently using their support personnel to meet those needs. *(observing classes, meeting with the school improvement team and school and district administrators, talking with teachers, staff, and school administrator)*

The school improvement team conducted an extensive self-study to prepare its school improvement plan. Many staff members and parents were involved in the self-study process. The plan addresses many of the findings of the self-study. The actions described in the plan are evident in the classrooms and should result in improved student performance. Although the actions described in the plan are rigorous, the goal of achieving a two percent improvement on the state test results is not sufficiently rigorous for this population of students. *(following students, observing classes, meeting with the school improvement team and school and district administrators, talking with students, teachers, staff, and school administrators, reviewing school improvement plan)*

Teachers here do not make maximum use of their time to instruct. Morning tasks—lunch money, morning work, morning meeting—take too long. Except in the sixth grade, the actual academic start of the day is considerably delayed. The very long lunch period is not necessary. Students sit too long in the cafeteria. Transitions also are long because many involve travel between buildings. An extended dismissal time interferes with time for instruction in some classrooms. *(following students, observing classes, observing the school outside of the classroom, meeting with students, talking with students, teachers, staff, and school administrators, reviewing district and school policies and practices)*

**Commendations for Dr. Harry L. Halliwell Memorial School**

Extensive self-study

**Recommendations for Dr. Harry L. Halliwell Memorial School**

Make maximum use of time for instruction in all classrooms.

Limit time for morning meeting.

Use support personnel more effectively in the classrooms.

Continue to gather and use data for action planning.

Acknowledge individual needs, and seek out support as needed.

Establish cross-grade study groups to share their classroom practices; invite representatives from North Smithfield Elementary School and/or North Smithfield Junior High School to attend.

Find a way to provide common planning time for all teams.

**Recommendations for North Smithfield School District**

Convince the North Smithfield community that the Dr. Harry L. Halliwell Memorial School buildings are not an acceptable environment for children and that they should be rebuilt.

Provide extensive professional development in inclusion practices, differentiated instruction, and the use of support personnel.

Consider and plan for the unique maintenance required for a facility with eleven separate buildings, each with its own bathrooms.

Adopt a standards-based curriculum with a review cycle and a report card that reflects the curriculum.

Review the current technology plan and inventory, and design a plan for equitable student access and maintenance throughout the district.

**Recommendations for Halliwell Parent Teacher Organization**

Become more active in creating community support for new building initiatives.

Explore fund raising options for new playground.

Explore fund raising options for athletic equipment for recess.

## **7. FINAL ADVICE TO DR. HARRY L. HALLIWELL MEMORIAL SCHOOL**

This SALT team has enjoyed our time at Halliwell School. We congratulate you for maintaining such positive attitudes while working in such difficult physical conditions. We challenge the community to rally and support the district's efforts to provide an appropriate setting for the education of the pre-teen children in North Smithfield. Cleanliness and maintenance are difficult in this facility because it is spread out over such a large area, but the issue must be addressed. The team's initial concerns for the safety of children in these separate buildings were dispelled by your awareness of strangers and your immediate reports of unusual activity to the office.

Some wonderful work is happening in many of your classrooms. Share your talents by becoming involved in developing the district curriculum. The sixth grade team has much to offer in planning for a possible middle school.

Capitalize on the work you have done to develop consistency in literacy instruction, and continue to integrate your literacy practices into all areas of the curriculum. A greater emphasis on guided reading and more frequent individual conferences will enable you to differentiate instruction better to meet the needs of your students.

You have established collegial professional relationships in spite of the physical distances that separate your classrooms. Although schedules and separation make this difficult, find time to plan for the efficient use of your support personnel.

New buildings adapted both to the land of North Smithfield and the learning needs of your students will help you more than any other change. Unfortunately, that will not happen quickly. Keep your sense of humor intact as you continue to work together to meet the needs of your unique population of students.



## ENDORSEMENT OF SALT VISIT TEAM REPORT

### Dr. Harry L. Halliwell Memorial School

December 5, 2003

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?

Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?

Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs*, 1<sup>st</sup> edition.

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The steps Catalpa completed for this review were:

- discussion with the chair about any issues related to the visit before it began
- daily discussion of any issues with the visit chair during the visit
- observation of two portions of the visit
- discussion with the principal regarding any concerns about the visit at the time of the visit
- thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.
2. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
3. The conclusions are legitimate SALT visit conclusions.
4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.



Thomas A. Wilson, EdD  
Catalpa Ltd.  
May 28, 2004

## REPORT APPENDIX

### Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Dr. Harry L. Halliwell Memorial School was the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, and in the hallways. The team built its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning, and support that actually takes place at Dr. Harry L. Halliwell Memorial School.

The visit team collected its evidence from the following sources of evidence:

- direct classroom observation
- observing the school outside of the classroom
- following 7 students for a full day
- observing the work of teachers and staff for a full day
- meeting at scheduled times with the following groups:
  - *teachers*
  - *school improvement team*
  - *school and district administrators*
  - *students*
  - *parents*
- talking with students, teachers, staff, and school administrators
- Asbestos-Containing Building Materials Inspection Report and Management Plan for Halliwell Elementary School
- Recommendations to the School Committee for the School Year 2004/2005 by the Special Education Local Advisory Committee (SELAC)
- reviewing completed and ongoing student work
- talking with teachers about the work of their students
- analyzing state assessment results as reported in *Information Works!*
- reviewing the following documents:
  - *district and school policies and practices*
  - *records of professional development activities*
  - *classroom assessments*
  - *school improvement plan for Dr. Harry L. Halliwell Memorial School*
  - *district strategic plan*
  - *2003 SALT Survey report*
  - *classroom textbooks*
  - *2003 Information Works!*
  - *2003 New Standards Reference Examination School Summaries*
  - *School and District Report Cards*

## State Assessment Results for Dr. Harry L. Halliwell Memorial School

Assessment results create pieces of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues for the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

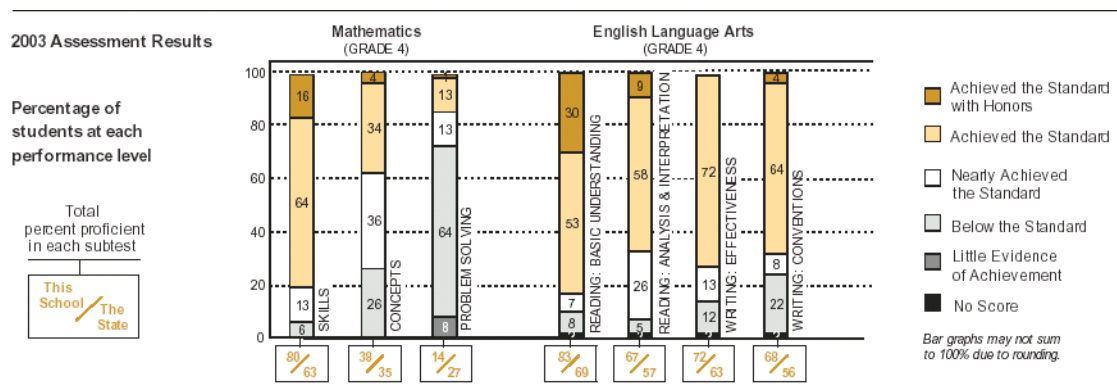
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- against performance standards;
- compared to similar students in the state;
- across student groups within the school;
- and over time.

## RESULTS IN RELATION TO PERFORMANCE STANDARDS

The first display shows how well the students do in relation to standards in English/Language Arts and mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

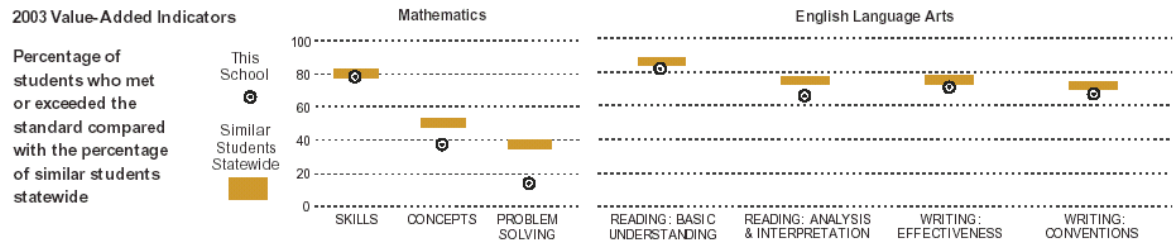
*Table1. 2002-03 Student Results on Rhode Island State Assessments*



## RESULTS COMPARED TO SIMILAR STUDENTS IN THE STATE

This chart includes the performance levels of students with special education needs, students participating in ESL or bilingual programs, low socio-economic status (a composite of income level, racial background and parental education), as well as the performance of students with none of these characteristics. Taking all these characteristics into account, the graph displays the overall performance of students in this school compared to - a group of students from across the state whose characteristics match this school's students.

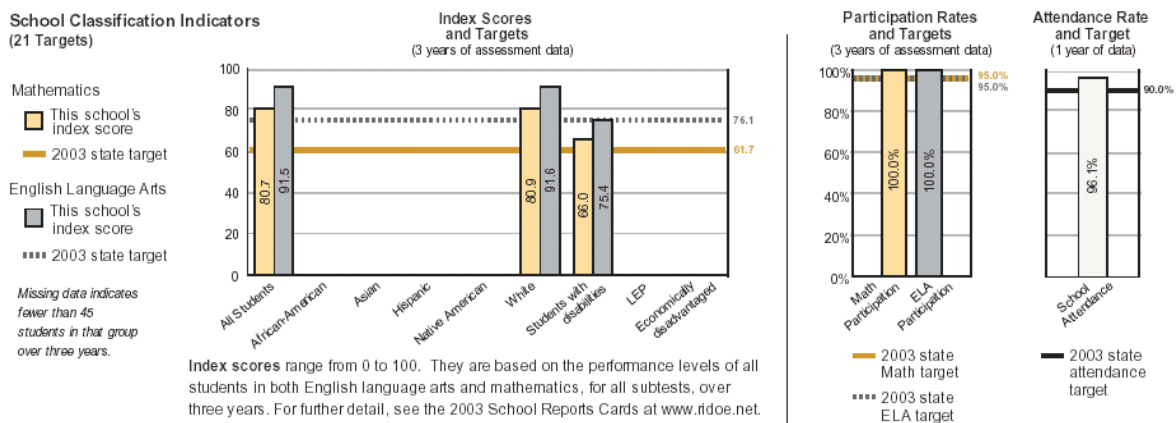
*Table 2. 2001-2002 Student Results in Comparison to Similar Students Statewide*



## RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

An important way to display student results is across different groups of students with different characteristics who are in the school. This display creates information about how well the school meets the learning needs of its various students. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows the results based on three years of testing. The Department defines an important gap between different groups (an equity gap) to be a gap of 15% or more.

*Table 3. 2002-2003 Student Results across Subgroups*



## SCHOOL REPORT CARD

The Dr. Harry L. Halliwell Memorial School has been categorized as in highperforming and sustaining on the basis of its assessment results from 2000 to 2003. The following is the school report card that shows the school's performance in relation to the 2004 annual measurable objectives (AMO).

Rhode Island School: Dr. Harry L. Halliwell Memorial School  
 Rhode Island District: North Smithfield

## School Report Card - 2003 - Accountability

## Grade 4

## Index

Student Group	English Language Arts - Target Score: 76.1						Mathematics - Target Score: 76.1			
	2000-02	2001-03	Change	Target Met	District 01-03	State 01-03	2000-02	2001-03	Change	Target Met
All Students	91.2	91.4	0.2	2	91.8	84.2	80.5	80.7	0.1	2
African-American	*	*	*	1	*	76.4	*	*	*	1
Asian	*	*	*	1	*	83.8	*	*	*	1
Hispanic	*	*	*	1	*	74.6	*	*	*	1
Native American	*	*	*	1	*	83.9	*	*	*	1
White	91.3	91.5	0.2	2	92.1	89	80.7	80.9	0.2	2
Students with Disabilities	80	75.3	-4.7	2	77.9	68	66.3	66	-0.3	2
Students with Limited English Proficiency				1		66.6				1
Economically Disadvantaged Students	*	*	*	1	*	76.9	*	*	*	1

\* fewer than 45 test takers.

## Percent of Students Tested (2001-2003):

## Attendance Rate: (2003)

	This School	This District	This State
ELA	100	100	98.5
Mathematics	100	99.8	98.5

This School	This District	This State
96	95.7	95.7

## Targets Met/Missed:

## Classification:

	Targets Met	Targets Missed
ELA	9	0
Mathematics	9	0

High Performing and Sustaining

## Target Met Code:

- 0 - did not meet target
- 1 - met target because of minimum
- N
- 2 - 3 year AMO
- 3 - 3 year SH
- 4 - 1 year AMO
- 5 - 1 year SH

Information Works! data for Dr. Harry L. Halliwell Memorial School is available at <http://www.ridoe.net>.

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